

## FOUNTAIN INN ELEMENTARY

608 Fairview Street  
Fountain Inn, SC 29644

**GRADES** K-5 Elementary School

**ENROLLMENT** 703 Students

**PRINCIPAL** Phillip Davie 864-862-1550

**SUPERINTENDENT** Dr. William E. Harner 864-241-3456

**BOARD CHAIR** Tommie E. Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	67	10	1	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

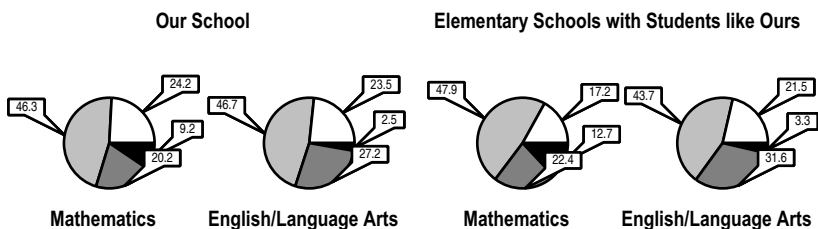
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




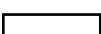
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	36	111	53
Percent satisfied with learning environment	100.0%	76.1%	98.1%
Percent satisfied with social and physical environment	100.0%	75.5%	74.0%
Percent satisfied with home-school relations	91.7%	90.0%	94.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	351	99.1	23.5	46.7	27.2	2.5	29.7	17.6
Gender								
Male	179	100.0	24.4	49.4	25.0	1.2	26.2	17.6
Female	172	98.3	22.6	43.9	29.7	3.9	33.5	17.6
Racial/Ethnic Group								
White	247	99.2	15.7	48.7	32.2	3.5	35.7	17.6
African-American	95	98.9	43.0	41.9	15.1	N/A	15.1	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	279	99.3	18.3	45.5	33.1	3.1	36.2	17.6
Disabled	72	98.6	43.9	51.5	4.5	N/A	4.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	351	99.1	23.5	46.7	27.2	2.5	29.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	351	99.1	23.5	46.7	27.2	2.5	29.7	17.6
Socio-Economic Status								
Subsidized meals	177	99.4	32.9	46.8	19.6	0.6	20.3	17.6
Full-pay meals	174	98.9	14.5	46.7	34.5	4.2	38.8	17.6

Mathematics								
All students	351	100.0	24.2	46.3	20.2	9.2	29.4	15.5
Gender								
Male	179	100.0	22.6	49.4	19.0	8.9	28.0	15.5
Female	172	100.0	25.9	43.0	21.5	9.5	31.0	15.5
Racial/Ethnic Group								
White	247	100.0	16.8	48.7	22.4	12.1	34.5	15.5
African-American	95	100.0	46.0	36.8	14.9	2.3	17.2	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	279	100.0	18.9	47.1	22.8	11.2	34.0	15.5
Disabled	72	100.0	44.8	43.3	10.4	1.5	11.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	351	100.0	24.2	46.3	20.2	9.2	29.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	351	100.0	24.2	46.3	20.2	9.2	29.4	15.5
Socio-Economic Status								
Subsidized meals	177	100.0	35.2	40.3	17.0	7.5	24.5	15.5
Full-pay meals	174	100.0	13.8	52.1	23.4	10.8	34.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	89	N/A	15.7	41.6	40.4	2.2	42.7
	Grade 4	124	N/A	22.0	50.4	26.8	0.8	27.6
	Grade 5	118	N/A	25.4	51.7	22.9	N/A	22.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	115	98.3	17.0	40.6	34.9	7.5	42.5
	Grade 4	103	99.0	18.5	43.5	38.0	N/A	38.0
	Grade 5	133	100.0	32.8	54.4	12.8	N/A	12.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	89	N/A	18.0	49.4	18.0	14.6	32.6
	Grade 4	124	N/A	28.5	44.7	19.5	7.3	26.8
	Grade 5	118	N/A	35.6	44.9	16.9	2.5	19.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	115	100.0	14.8	43.5	27.8	13.9	41.7
	Grade 4	103	100.0	19.4	48.4	20.4	11.8	32.3
	Grade 5	133	100.0	36.0	47.2	13.6	3.2	16.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 703)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.7%	Down from 4.9%	2.8%	2.4%
Attendance rate	96.5%	Down from 96.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	21.9%	Up from 19.7%	17.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.9%	Down from 12.1%	8.2%	8.0%
Older than usual for grade	0.1%	Down from 0.4%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	48.8%	Down from 56.5%	49.1%	50.0%
Continuing contract teachers	73.2%	Down from 80.4%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.4%	Down from 86.7%	88.6%	86.2%
Teacher attendance rate	98.0%	No change	95.4%	95.3%
Average teacher salary	\$39,979	Down 5.9%	\$40,299	\$39,909
Prof. development days/teacher	7.3 days	Up from 6.3 days	10.9 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	21.9 to 1	Up from 20.4 to 1	19.2 to 1	18.9 to 1
Prime instructional time	93.6%	Down from 93.7%	90.0%	89.7%
Dollars spent per pupil*	\$4,901	Down 0.4%	\$5,695	\$5,892
Percent spent on teacher salaries*	68.6%	Up from 67.8%	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Last summer, a group of eight staff members from Fountain Inn Elementary attended training sessions on how to develop and update our school portfolio. At the beginning of the school year, the Fountain Inn Elementary School faculty and staff worked together to update and renew our school goals as part of this process. Our faculty worked in teams to survey students, parents, and teachers in order to compile a needs assessment. We also studied several years of test data to establish areas for improvement. In addition, our School Improvement Council met the second Thursday of each month to discuss our goals and monitor our progress.

Test data from PACT showed that math was an area where we needed to improve. One of our goals was to increase student performance in the area of math, and we decided to set a priority on this area of our instructional program. We worked hard to align our units of study with state and district standards, and implemented the Sunshine Math program, which focuses on higher-level problem solving skills. This past year, 74% of our students met or exceeded standard on PACT in the area of math.

The goal of increasing student performance in math is directly in line with goal one in the Education Plan for Greenville County, which is to raise the academic challenge and performance of each student. We will continue to study our test data and adjust our program to provide challenge and opportunity for each student. We will continue teacher training in all subject areas.

The percentage of students in grades three through five who met or exceeded the state standard on PACT in English/Language Arts is at or above the state's average. More than 80% of our students met or exceeded the standard on the Language Arts Section of the PACT.

Our desire to create an atmosphere where parent and community involvement are encouraged was recognized by our state this past year. The State Department of Education named Fountain Inn Elementary a Red Carpet School. This honor recognizes schools who are promoting customer service and family-friendly environments.

Meeting the varying needs of our students is always a great challenge, but we plan to continue to join forces with the home and community to improve our programs. Limited funding and student teacher ratios present obstacles, but working together we will continue to provide each student with the best education possible.

Our staff will continue to update and renew our school portfolio several times a year as needed. Students, parents, and teachers will be a part of this process. Working together, we will move forward with our efforts to help each child reach or exceed his or her full potential by providing creative and challenging learning opportunities.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.